

## D P Cooper Elementary

4568 Seaboard Road  
Salters, South Carolina 29590

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	208 Students	
<b>Principal</b>	Ms. Ernestine Young	843-387-5425
<b>Superintendent</b>	Kenneth Gardner, Ed.D.	843-355-5571
<b>Board Chair</b>	Mrs. Barbara McKenzie	843-382-3980

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	29	39	12

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	Below Average	Excellent	No
<b>2004</b>	Below Average	Good	No
<b>2005</b>	Average	Good	Yes

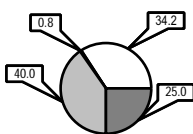
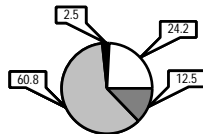
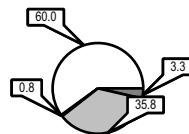
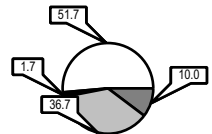
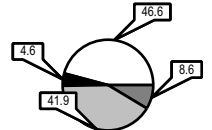
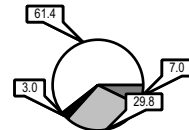
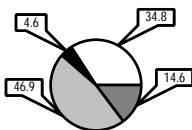
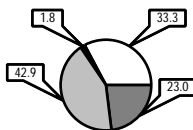
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	124	100.0	34.2	40.0	25.0	0.8	30.0	Yes	Yes
<b>Gender</b>									
Male	79	100.0	40.8	36.8	22.4	0.0	23.7		
Female	45	100.0	22.7	45.5	29.5	2.3	40.9		
<b>Racial/Ethnic Group</b>									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	122	100.0	34.7	39.8	24.6	0.8	29.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	95	100.0	29.7	44.0	25.3	1.1	35.2		
Disabled	29	100.0	48.3	27.6	24.1	0.0	13.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	100.0	34.2	40.0	25.0	0.8	30.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	100.0	34.2	40.0	25.0	0.8	30.0		
<b>Socio-Economic Status</b>									
Subsidized meals	119	100.0	34.8	38.3	26.1	0.9	30.4	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	124	100.0	24.2	60.8	12.5	2.5	34.2	Yes	Yes
<b>Gender</b>									
Male	79	100.0	28.9	56.6	11.8	2.6	27.6		
Female	45	100.0	15.9	68.2	13.6	2.3	45.5		
<b>Racial/Ethnic Group</b>									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	122	100.0	24.6	61.9	11.0	2.5	33.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	95	100.0	19.8	63.7	13.2	3.3	42.9		
Disabled	29	100.0	37.9	51.7	10.3	0.0	6.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	100.0	24.2	60.8	12.5	2.5	34.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	124	100.0	24.2	60.8	12.5	2.5	34.2		
<b>Socio-Economic Status</b>									
Subsidized meals	119	100.0	24.3	61.7	11.3	2.6	33.9	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	124	100.0	60.0	35.8	3.3	0.8	4.2
<b>Gender</b>							
Male	79	100.0	67.1	31.6	1.3	0.0	1.3
Female	45	100.0	47.7	43.2	6.8	2.3	9.1
<b>Racial/Ethnic Group</b>							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	122	100.0	61.0	34.7	3.4	0.8	4.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	95	100.0	52.7	41.8	4.4	1.1	5.5
Disabled	29	100.0	82.8	17.2	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	100.0	60.0	35.8	3.3	0.8	4.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	124	100.0	60.0	35.8	3.3	0.8	4.2
<b>Socio-Economic Status</b>							
Subsidized meals	119	100.0	60.9	34.8	3.5	0.9	4.3
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	124	100.0	51.7	36.7	10.0	1.7	11.7
<b>Gender</b>							
Male	79	100.0	56.6	38.2	5.3	0.0	5.3
Female	45	100.0	43.2	34.1	18.2	4.5	22.7
<b>Racial/Ethnic Group</b>							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	122	100.0	51.7	36.4	10.2	1.7	11.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	95	100.0	47.3	38.5	12.1	2.2	14.3
Disabled	29	100.0	65.5	31.0	3.4	0.0	3.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	100.0	51.7	36.7	10.0	1.7	11.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	124	100.0	51.7	36.7	10.0	1.7	11.7
<b>Socio-Economic Status</b>							
Subsidized meals	119	100.0	52.2	35.7	10.4	1.7	12.2
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	30	93.3	35.7	32.1	32.1	N/A	32.1
	4	35	100.0	48.6	42.9	8.6	N/A	8.6
	5	52	100.0	44.2	51.9	3.8	N/A	3.8
	6	32	100.0	31.3	68.8	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	29	100.0	14.8	18.5	63.0	3.7	66.7
	4	29	100.0	46.4	42.9	10.7	0.0	10.7
	5	32	100.0	22.6	61.3	16.1	0.0	16.1
	6	34	100.0	50.0	35.3	14.7	0.0	14.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	30	100.0	16.7	66.7	16.7	N/A	16.7
	4	35	100.0	42.9	48.6	2.9	5.7	8.6
	5	52	100.0	36.5	55.8	7.7	N/A	7.7
	6	32	100.0	9.4	71.9	15.6	3.1	18.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	29	100.0	14.8	74.1	11.1	0.0	11.1
	4	29	100.0	32.1	57.1	7.1	3.6	10.7
	5	32	100.0	29.0	58.1	9.7	3.2	12.9
	6	34	100.0	20.6	55.9	20.6	2.9	23.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	29	100.0	29.6	55.6	14.8	0.0	14.8
	4	29	100.0	75.0	21.4	0.0	3.6	3.6
	5	32	100.0	67.7	32.3	0.0	0.0	0.0
	6	34	100.0	64.7	35.3	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	29	100.0	14.8	37.0	40.7	7.4	48.1
	4	29	100.0	57.1	42.9	0.0	0.0	0.0
	5	32	100.0	54.8	45.2	0.0	0.0	0.0
	6	34	100.0	73.5	23.5	2.9	0.0	2.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 208)</b>				
First graders who attended full-day kindergarten	82.6%	Up from 81.8%	100.0%	100.0%
Retention rate	11.6%	Up from 9.8%	3.9%	3.0%
Attendance rate	96.5%	Down from 98.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%	Down from 12.2%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.9%	Down from 14.8%	5.9%	3.2%
Eligible for gifted and talented	0.0%	No change	3.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Up from 10.6%	8.0%	8.2%
Older than usual for grade	10.6%	Up from 8.8%	1.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 17)</b>				
Teachers with advanced degrees	47.1%	Up from 41.2%	50.0%	52.6%
Continuing contract teachers	70.6%	Down from 82.4%	75.7%	83.3%
Highly qualified teachers	88.2%	Down from 100.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	6.3%	No change	3.1%	0.0%
Teachers returning from previous year	75.3%	Up from 73.9%	82.5%	87.0%
Teacher attendance rate	92.8%	Up from 90.2%	95.0%	95.0%
Average teacher salary	\$37,019	Down 0.7%	\$40,180	\$41,703
Prof. development days/teacher	22.8 days	Up from 18.5 days	14.1 days	12.8 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 18.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.1%	Up from 87.4%	88.9%	89.8%
Dollars spent per pupil*	\$8,046	Up 16.8%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	51.7%	Down from 57.7%	64.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.9%	Down from 96.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of D.P. Cooper is to provide a quality education for all students. We will achieve this goal by providing an innovative curriculum through best practices, hands on manipulatives, and by providing an environment conducive to learning. We have taken pride in ensuring that the S.C. Curriculum Standards are being taught at all grade levels and students are provided with resources and materials needed to help prepare them for the challenges of the No Child Left Behind Act. During the past three years, students have continued to improve their performance. We have received two Palmetto Gold and one Palmetto Silver Award.

This year, our students in grades 1-3 had the opportunity to participate in the S.C. Reading First initiative, which provided training for teachers in the five components of reading. The initiative also provided a library of books for individual, small group, and large group instruction.

An after-school program provided a Homework Center for students in grades 3-6 to give students opportunities to complete homework and provide enrichment and acceleration.

Parents have been involved in monthly parenting workshops, served as volunteers, and served on various committees of the school. Parents have played a key role in the school by assisting other parents and making use of available resources.

The School Improvement Council, PTA, and Schoolwide Title 1 Committee have worked with the school to continue to bridge the achievement gap and improve student achievement.

Lorene Bradley  
Principal

Terralyn Swinton, Chairman  
School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	18	28	21
Percent satisfied with learning environment	87.5%	100.0%	60.0%
Percent satisfied with social and physical environment	94.1%	85.7%	66.7%
Percent satisfied with school-home relations	44.4%	88.9%	76.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.